

Little Tommy Tinker

Traditional Round

Voice

The first system of musical notation is on a single staff in C major, 4/4 time. It begins with a treble clef and a common time signature. The melody consists of eighth and quarter notes. There are three asterisks above the staff at measures 3, 5, and 7, indicating repeat signs. The lyrics are: "Lit-tle Tom-my Tink - er sat up-on a clink-er and he be - gan to cry. Oh,".

Lit-tle Tom-my Tink - er sat up-on a clink-er and he be - gan to cry. Oh,

5

The second system of musical notation continues the melody on a single staff. It begins with a measure rest marked with a '5', indicating a five-measure rest. The melody continues with eighth and quarter notes. The lyrics are: "Ma! _____ Oh, Ma! _____ poor lit - tle in - no-cent guy.".

Ma! _____ Oh, Ma! _____ poor lit - tle in - no-cent guy.

Little Tom Tinker

Traditional Round

Voice

The first system of musical notation is on a single staff in G major, 4/4 time. It begins with a treble clef and a G-clef. The melody consists of eighth and quarter notes. There are three asterisks above the staff at measures 3, 5, and 7, indicating repeat signs. The lyrics are: "Lit - tle Tom Tink - er sat on a clink-er and he be - gan to cry. Oh,".

Lit - tle Tom Tink - er sat on a clink-er and he be - gan to cry. Oh,

5

The second system of musical notation continues the melody on a single staff. It begins with a measure rest marked with a '5', indicating a five-measure rest. The melody continues with eighth and quarter notes. The lyrics are: "Ma! _____ Oh, Ma! _____ What a poor fel - low am I.".

Ma! _____ Oh, Ma! _____ What a poor fel - low am I.

SINGING

This is a very good round for teaching about chords and for helping students sing chords in tune because the first three measures of the song outline the I chord, do-mi-so (1-3-5) of the scale. Teach this song using the whole/part/whole method with Kodaly hand signals. When students are familiar with the tune, have them sing only the first measure. Put the “do” note (C) on the musical staff and explain this is the root of the chord. Then sing the second measure and add the “mi” note (E). Continue with the third measure and add the “sol” (G). Discuss the concept of building chords. Then divide the class into three groups and assign each a note of the chord. When the students can sing a chord, divide the class once again, this time in four groups. Have one group sing a quarter note ostinato on do-do-do-do, another on mi-mi-mi-mi and another on sol-sol-sol-sol. The fourth group sings the entire song. Have the students walk on the beat about the room mixing among the other parts. You can also have the students step the beat and sing the song as a round. This is a good time for the teacher to watch and listen for musical independence.

PLAYING

The chord you worked with while singing can also be added with tone bells or boomwhackers. You would use low C, E, G, and high C. Have all the students play their instruments on the steady beat while they sing the song in a round. The last two measures with its mi-re-do pattern can also be played as an ostinato.

CREATING

Divide the class into small groups and give each group pitched instruments: tone bells, boomwhackers, xylophones, or Orff barred instruments. Have them use the notes highlighted before, low C, E, G, high C and D (re), and make up a four measure introduction. If the students are ready, have them notate their compositions. Students can put together an entire arrangement with original introductions used also as interludes as they perform a variety of versions of this song.

LISTENING

Once the students know the first version of the song, sing the second version. Ask students if they can describe how the two versions are different. Once they have described what they hear, call attention to the meter signatures of the two versions of this round. The first version groups notes in sets of two and the second groups the notes in sets of three. Explain what the meter signatures mean. Have the students sing both versions while you conduct in two. Then divide the students into two groups and have one group sing version one while the other sings two.

CURRICULUM INTEGRATION (Language Arts/Vocabulary)

Have the students use a Thesaurus to look up synonyms for some of the words like sat. cry, clinker (a piece of partially burned coal), Ma, innocent, guy. Rewrite the song with new words.